

# PE Funding Evaluation Form

Commissioned by



Department  
for Education

Created by



Images courtesy of Youth Sport Trust

## PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2024/25.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

*Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.*

## Review of last year 2024/25

**We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend**

What went well?	How do you know?	What didn't go well?	How do you know?
<p>The amount of children participating in extra-curricular activities is at its highest.</p> <p>Children are active at break and lunch times and this has improved behaviour.</p> <p>The amount and range of clubs on offer – all chosen by the children in a pupil survey.</p> <p>Opportunity for all Year 4 pupils to access swimming lessons.</p> <p>Extended booster swimming lessons for Y5 and Y6 Swimming children.</p> <p>Raising standards in PE, especially G&amp;T and SEND.</p>	<p>75% children participated in an extra-curricular.</p> <p>FSM children 76%</p> <p>SEND children 75%</p> <p>Reduced amount of yellow folders/ incidents at break and lunch time. Pupil voice and Sports Council monitoring outside equipment.</p> <p>This year we offered 27 clubs which were all full.</p> <p>38% of Y4 children can swim 25m.</p> <p>82% of Y5 children can swim 25m.</p> <p>92% of Y6 children can swim 25m.</p> <p>Pupil voice, Lesson visits and data shows children are progressing across the year.</p>	<p>St Mary's attended 6 competitions/ festivals across the academic year (DCCT and Catholic Cluster events), as well as School Football competitions. However, these were all KS2 based.</p> <p>Timetabling CPD for staff.</p> <p>Drop ins and moderation of PE.</p>	<p>A range of festivals/competitions are needed that are spread across different Key Stages, with a focus on procedural knowledge taught in curriculum lessons.</p> <p>SC shared updates but did not gather confidence via a survey to support.</p> <p>Lesson visits did not occur on a frequent basis.</p>

## Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<p><b>Quality of Physical Education Teaching</b></p> <p>.1 To improve the quality and delivery of the PE curriculum by all members of staff (new ECTs)</p> <p><b>OSHL/ Leadership</b></p> <p>.2 To enhance opportunities for pupil engagement and leadership by broadening the range of sports and physical activities offered both within and beyond the curriculum.</p> <p><b>Progress</b></p> <p>.3 To raise standards in PE by implementing effective scaffolding strategies, with a focus on the progress and participation of SEND pupils.</p> <p><b>OSHL</b></p> <p>.4 To provide meaningful opportunities for all pupils — particularly those with SEND — to take part in competitive sport and festivals that reflect and reinforce the skills taught in the PE curriculum.</p> <p><b>Swimming and Self Rescue</b></p> <p>To maintain high percentages of KS2 pupils meeting the national curriculum expectations for swimming and self-rescue through continued provision, tracking, and early intervention.</p>	<ul style="list-style-type: none"> <li>- Deliver CPD sessions for all staff, with a focus on upskilling ECTs in PE delivery.</li> <li>- Provide access to team teaching, peer observations, and coaching from PE lead.</li> <li>- Increase the variety of lunchtime and after-school sports clubs.</li> <li>- To continue Bikeability training for Y5 and Y6 pupils in September 2025 following the recommended programme.</li> <li>- Continue to organise pupil voice surveys to shape extra-curricular offerings.</li> <li>- Adapt lessons using differentiated resources and targeted support for SEND pupils.</li> <li>- Use visual aids, simplified instructions, and peer support strategies.</li> <li>- Partner with local sports networks to attend inclusive competitions and events.</li> <li>- Prioritise entering competitions and festivals that reflect the skills taught in lessons.</li> <li>- Enter inclusive competitions to encourage SEND participation, allowing them to build confidence and skills (procedural knowledge).</li> <li>- Conduct swimming assessments early in Year 5 to identify support needs.</li> <li>- Provide top-up swimming sessions in Year 5 and 6 for those below national expectations.</li> <li>- Record and track swimming data consistently.</li> <li>- Collaborate with parents to encourage swimming outside of school hours where possible.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<ul style="list-style-type: none"> <li>- Improved confidence in staff when teaching and delivering PE (especially with new staff and ECTs).</li> <li>- Maintaining high participation and enjoyment in lunchtime and after school clubs.</li> <li>- Pupil voice will show enjoyment in PE lessons, clubs and Bikeability.</li> <li>- Promote exercise/ travel through Bikeability.</li> <li>- Children will progress through adaptations in place.</li> <li>- SEND competitions/ festivals will improve children's confidence and allow them to build/ apply their skills (procedural knowledge).</li> <li>- Maintain high percentage of children meeting the national curriculum expectations for swimming and self-rescue.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff voice/ survey</li> <li>- Maintaining high percentage of participation lunchtime and after school clubs. Information evidenced on a whole school clubs tracker. Fewer behaviour incidents on the playground.</li> <li>- Pupil voice will be positive</li> <li>- More children passing Bikeability than the previous year – excel tracker sheet.</li> <li>- Data will show children progressing from 4-3-2-1.</li> <li>- Pupil voice will show children enjoy the competitions/ festivals and can see the link to school curriculum lessons/skills.</li> <li>- Maintaining high percentage of children meeting the national expectations for swimming (25m).</li> <li>- Swimming excel tracker sheet (stating who can swim 25m).</li> </ul>

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?
To be completed July 2026	To be completed July 2026